***Ashmoun Educational Directorate***

***Ashmoun Industrial Secondary School***

***clas1257English Language Inspection***



***\*\* The aims of this new edition of English for Industrial Schools 2 are to build upon the language and skills learned at previous levels, to meet the specifications of the Ministry of Education Syllabus for English for Industrial Secondary Schools, to encourage the intellectual development of the students and to prepare them for the Promotion Examination.***

***\*\* Students at Industrial Secondary schools should be able to:***

1. ***Consolidate their understanding of the basic grammatical structures of English and increase their ability to use them accurately.***
2. ***Have a grasp of basic language used in industrial settings .***
3. ***Listen to and understand industrial information.***
4. ***Learn useful information about industry and work.***
5. ***Acquire skills for communicating in a social and industrial context***
6. ***Understand some specialised vocabulary and use it in a meaningful way***
7. ***Communicate appropriately in the most common conversational and transactional situations***
8. ***Read and understand uncomplicated texts of various types in English***
9. ***Write clearly and accurately at sentence and short text level on various topics and in various forms.***
10. ***Learn to use a reference source regularly and thereby become more independent learners.***

***\*\*\* NOTE***

***We shouldn't forget that we are not only teaching English ; but helping our students to think for themselves in English***

***When the opportunity arises , encourage your students to think for themselves in English***

## *SIGNATURES*

***Teacher Senior teacher Supervisor***

FRME370

***Second year***

***First term***

|  |  |
| --- | --- |
| *Weeks* | *Units* |
| ***1 : 2*** | ***units 1*** |
| ***3 : 6*** | ***units 2 , 3*** |
| ***7 : 10*** | ***units 3 ( con. ) , 4*** |
| ***11 : 14*** | ***units 5 , 6*** |
| ***15 : 16*** | ***unit 6 ( con. ) , Revision*** |

***second term***

|  |  |
| --- | --- |
| *Weeks* | *Units* |
| ***17 : 20*** | ***units 7 , 8*** |
| ***21 : 24*** | ***units 9 , 10*** |
| ***25 : 28*** | ***units 11 , 12*** |
| ***29 : 32*** | ***units 12 ( con. ) , Revision*** |



|  |  |
| --- | --- |
| *Steps* | *Time* |
| ***1- Introduction*** | ***5 minutes*** |
| ***2- Presentation*** | ***10 minutes*** |
| ***3- Practice*** | ***1o minutes*** |
| ***4- Homework*** | ***5 minutes*** |
| ***Total*** | ***30 minutes*** |

## *SIGNATURES*

***Teacher Senior teacher Supervisor***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



clas1278

***Learning objectives:***

*® Revising adverbs and adverbial phrases expressing direction of movement*

*® Practicing instructions using these adverbs and adverbial phrases*

*® Learning work-related vocabulary in the field of maintenance*

*® Reading and understanding a set of instructions containing this vocabulary*

***Teaching aids:***

*Board – Student's book – Workbook*

***Presentation***

***Key vocabulary:***

*® strap, switch, machine, floor, tool, box, store room, window, door, mains switch*

*® check, make sure, ensure, see (= ensure),*

*® adverbs and adverbial phrases of direction:*

*forwards, backwards, inwards, outwards, downwards, upwards, clockwise,*

*anticlockwise, to the left, to the right*

*® cover, wrench, spark plug, gap, gauge, plug, socket, screw*

*® chisel, drill, move, place, rotate, remove, examine, check, insert, replace ,*

*turn, twist, pull, plane, pour, bend, push, turn, drive, move*

*® tight, loose, empty, clean, smooth, wide , straight*

***Key Structures:***

*® Check that the strap is tight.*

*® Pull the strap firmly, until it’s tight.*

*® Plane it until it is smooth*

***Practice:***

1. *Listen and repeat*
2. *Practise the dialogue in Ex.1.*
3. *Make meaningful instructions from this chart.*
4. *Change these questions into instructions.*
5. *Clauses with until: Plane it until it is smooth*

***Home assignment:***

*Workbook exercise number 1-3*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives:***

*® Scanning a passage quickly to locate information*

*® Reading a passage carefully to label a diagram and answer questions*

*® Practising the skill of correcting errors*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*Have a discussion of Egyptian monuments that have been restored. Perhaps the students know of a restoration project near them.*

***Presentation***

***Key vocabulary:***

*replace, repair, remove, damage, mortar, stone, block, lime*

***Key Structures:***

*® the imperative: photograph, remove, use, clean, store, collect, check,*

*rebuild, ensure, replace, and work.*

*® Making, accepting and politely refusing a social invitation*

*® using short answers*

***Practice:***

*9 Read this passage quickly and circle a, b, c or d*

*1 Make sure all the Student’s Books are open. Tell the students that they will have just 30 seconds to read the passage as quickly as they can to find the answers to the question.*

*10 Match the instructions with the illustrations. Write A, B or C in each gap.*

*11 Read the passage again more slowly and mark these instructions*

*T (true) or F (false). Correct the false ones.*

*12 Answer these questions.*

*1 Let the students read the passage again and to answer the four questions.*

*They can do this activity individually or in pairs.*

***Home assignment:***

*Workbook : exercise number 5-6*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



***clas1278***

***Learning objectives:***

*® Giving sets of instructions in the correct sequence*

*® Giving sets of instructions in the correct sequence using discourse markers*

*® Using the present perfect with until and after*

*® Learning work-related vocabulary in the field of metalwork (drilling machine)*

*® Reading and understanding a set of instructions containing this vocabulary in*

*order to label a diagram and answer questions*

***Teaching aids:***

*Board – Student's book – Workbook*

***Presentation***

***Key vocabulary:***

*® Computer, plug, saw, plank, wire, chisel, repair, open, pull out, switch on/off, check,*

*put on, take off, sharpen, chisel*

*® dangerous, important, first, then , finally , before, after, until*

*® electric drill, drill bit, vice, hole, mark, back, tape recorder, goggles, drilling*

*machine, jaws, chuck, plate , insert, rotate, make sure, mark, tighten, lower, drill*

*® carefully, clockwise, anti-clockwise, over, under*

***Key Structures:***

*® Don’t touch it until you’ve switched it off.*

*® Touch it after you’ve switched it off.*

*® Always switch it off before you touch it.*

*® Don’t open your parachute until you have jumped out of the plane.*

***Practice:***

*1 Listen and repeat. Present the language item students understand the context.*

*3 Practise these sentences. Give the students time to study the chart.*

*4 Reverse the order of these instructions using after or until and the present perfect*

*tense. Make any other necessary changes.*

*5 Mark these instructions SAFE or UNSAFE. Correct the unsafe ones, using don't.*

***Home assignment:***

*Workbook exercise number 1-2*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



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***Learning objectives:***

*® Scanning a passage quickly to locate information*

*® Reading a passage in which the sequence of actions is confusing, in order to (a) identify the correct sequence and (b) write a set of simple instructions in the correct sequence*

*® Understanding pronoun reference in a reading passage*

*® Developing vocabulary in the field of computer procedures*

***Teaching aids:***

*Board – Student's book – Workbook*

***Presentation***

***Key vocabulary:***

*® Notebook computer, display cover (of notebook computer), AC adapter, power outlet, user name, password, employee, manager, program, click, key in, save (computer file), close (computer program), shut down (computer)*

***Key Structures:***

*® Come out of the station and turn right.*

*® Go straight ahead at the traffic lights.*

*® Take the second road on the left after the post office.*

*® Turn right at the traffic lights.*

*® The museum is on your left.*

***Practice:***

*9 Read this passage quickly and circle a, b, c or d*

*Make sure all the Student’s Books are open. Tell the students that they will have just 30 seconds to read the passage as quickly as they can to find the answers to the question.*

*10 Match the instructions with the illustrations. Write A, B or C in each gap.*

*11 Read the passage again more slowly and mark these instructions T (true) or F (false). Correct the false ones.*

*12 Answer these questions.*

*Let the students read the passage again and to answer the four questions. They can do this activity individually or in pairs.*

***Home assignment:***

*Workbook exercise number 5-6*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives:***

*® describe and explain a process (how something works)*

*® express language functions of cause, effect, and permission*

*® remember and use the following forms:*

*\* To+ infinitive forms after cause, force, allow, permit*

*\* Bare infinitive forms after make, let*

*® Active and passive forms of verbs in third person present simple*

*® Adverbial clauses with when*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*Discuss with the students how the pump works. Discuss the use of valves, in the pump and in the tyre.*

***Presentation***

***Key vocabulary:***

*® pedal, piston, oil, brake, system, wheel, brake shoe, car, valve, level, tank, pipe, fluid, cylinder*

*® press, push, stop, work, flow, make (something happen), cause*

*handle, piston, valve , move, release, rise, go down,*

*® let, allow, make, force, cause , outwards, inwards*

***Key Structures:***

*® When the pedal is pressed, the wheel stops.*

*® The pedal makes the wheel stop.*

*® The piston causes the wheel to stop.*

***Practice:***

*1 Listen and repeat. Present the language items*

*2 Make meaningful sentences from these charts.*

*3 Complete this. Use the correct form of the verbs move and release.*

*4 Make pairs of sentences. Point out that the arrow signifies a relationship of*

*cause or permission*

***Home assignment:***

*Workbook exercise number 1-2*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives:***

*® Scanning a passage quickly to locate information*

*® Reading a passage carefully in order to label a diagram*

*® Developing a vocabulary in the field of electricity generation and turbines.*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*Have a short discussion with the students about the topics of turbines, generators and hydro-electric power. Find out what the students know about these topics. Take in any books or magazines with pictures or diagrams about hydro-electric turbines and generators.*

***Presentation***

***Key vocabulary:***

*® Piston, turbine, blade, generator, valve, dam, power, valley, lake, tunnel, gigawatt, sea, tide, movement, basin, space*

*® compress, press, release, flow, rise, fall, produce, build, drive, rotate, contain*

*® Hydro-electric, electrical, tidal*

*® piece of wood, container, liquid, mouth, planet, Earth, cylinder, point, sheet,*

*material, right, left, graphite, mark, object*

*® sit, pour, flow, hold, move, touch, make, consist of, smile*

*® circular, cylindrical, hot, black, strange,*

*thin, rectangular, white, flexible, sometimes, quickly, until*

***Key Structures:***

*key structures from Lesson 1*

***Practice:***

*7 Read this passage quickly and underline the six words in this box which appear in the passage.*

*8 Complete the statements below using words from Ex. 7.*

*Students do this activity individually.*

*9 Match these words and phrases with the letters in the diagram.*

*Get the students to do this in writing.*

***Home assignment:***

*Workbook exercise number 6-7*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



clas1278

***Learning objectives:***

*® Express comparisons*

*® Comparative and superlative Adjectives:-er, -est, more, most, less, least*

*® Constructions with as … as…; the same … as …*

*® Comparative clauses using but, whereas, while, although, however*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*Choose three students who have watches which contrast with one another by being larger, stronger, more colorful, and so on.*

***Presentation***

***Key vocabulary:***

*Comparative and superlative forms of the following adjectives: good, heavy, light, cheap, expensive, thin, short*

*Length, width, thickness, weight, memory (computer), hard disk, price, size*

***Key Structures:***

*® A is lighter than B; A is more (less) expensive than B.*

*® A is the lightest of the three; A is the most (least) expensive of the three.*

*® A is as expensive as B.*

***Practice:***

*1 Listen and repeat. Present the language item*

*2 Practise this dialogue.*

*3 Make meaningful sentences from the chart. Give the students time to study the chart.*

***Home assignment:***

*Workbook exercise number 2-3*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives:***

*® Scan a passage quickly for information*

*® Read a passage carefully and complete a chart*

*® Develop a vocabulary in the fields of computers, generators, types of fuel,*

*® Interrupt another speaker politely and check that they have heard or*

*understood a word correctly*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*In class, with the books closed, have a class discussion about types of fuel used for cars and other vehicles. Ask them what effect car exhaust has on the environment.*

***Presentation***

***Key vocabulary:***

*® Pollution, cost, combustibility, cleanness, durability, noise, weight, fuel, petrol, diesel, LPG (liquid petroleum gas), energy*

*® pollute, cost, weigh, make, travel, last, produce, catch fire, provide, become, cause, and fill*

*® Combustible, durable, noisy, clean, fast, common, popular, environmental, safe, dangerous, medium*

***Key Structures:***

*® Excuse me. May I interrupt you for a moment? May I ask you a question?*

*® Did I understand (hear) you correctly?*

*® What do you mean by “rotate”? Do you mean “turn”?*

*® Did you say “rotate”?*

*® Can I check what you said?*

***Practice:***

*8 Read this passage quickly and answer these questions.*

*9 Complete the chart based on information from the text. Insert numbers according to the key below.*

*A. Practise this dialogue and the phrases below.*

***Home assignment:***

*Workbook exercise number 5-6*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives:***

*® Revising countable and uncountable nouns*

*® Expressing precise and approximate fractions and percentages*

*® Ask and answer questions, make sentences and take part in dialogues*

***Teaching aids:***

*Board – Student's book – Workbook*

***Presentation***

***Key vocabulary:***

*® less than, more than, under (= less than), over (=more than), almost, about (= approximately)*

*® a quarter, three quarters, a third, two thirds, a half, percent*

*® pour, eat, use, take, bring, and give*

*® sugar, cake, nuts, sweets*

***Key Structures:***

*® more than three quarters of the cake*

*® about 25 percent of the sweets*

*® a little oil; a few nails; a little of the oil; a few of the nails; a lot of oil (nails); most of the oil (nails); some of the oil (nails)*

***Practice:***

*1 Listen and repeat.*

*Present the language item, as follows: Discuss the picture and make sure that the students understand the context.*

*2 Practise this dialogue.*

*Present the language items, as follows: Play the cassette or read out the whole dialogue at normal speed.*

*3 Make meaningful sentences from this chart.*

*Give the students time to study the chart.*

*4 Countable and uncountable nouns:*

*Complete the sentences. Use the correct phrases in the brackets.*

*Get the students to study the pictures.*

***Home assignment:***

*Workbook exercise number 1-2*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives:***

*® Scan a passage quickly for information*

*® Read a passage carefully to complete a pie chart and answer questions*

*® Develop a vocabulary in the field of irrigation, population and land use*

*® Use an appropriate degree of politeness when requesting others to do*

*something*

*® Develop the skill of writing captions and descriptions of pie charts in a report*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*Have a short general discussion with the class about irrigation projects in Egypt.*

***Presentation***

***Key vocabulary:***

*® population, export, irrigation, reclamation, engineer, technician, square kilometre, cubic metre, feddan, phase, oasis (plural: oases), shore, lake,*

*pumping station, canal, desert, west, project*

*® western, northern, southern, main, branch*

*® irrigate, live, grow (food), reclaim (land), use, pump, flow, complete*

***Key Structures:***

*® Close the door, please.*

*® Please close the door.*

*® Can you close the door, please?*

*® Could you please close the door?*

*® Would you mind closing the door, please?*

***Practice:***

*6 Read this passage quickly and answer these questions.*

*Tell the students that they will have just 30 seconds to read the passage as quickly as they can to find the answer to the questions at the top of the page.*

*7 Read the passage again more carefully, and label the pie chart below with A, B, C or D. Ask the students to read the passage again more carefully and complete this exercise in writing.*

***Home assignment:***

*Workbook exercise number 5-6*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives***

*® asking and answering questions about a series of past events*

*® revising the use of the past simple active and passive*

*® reading a passage carefully in order to write a report*

*® producing a job report of work done*

*® revising the use of the past simple passive*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*Ask the students if they have ever seen police at the scene of a road accident questioning the drivers. What questions do they think police officers ask the drivers?*

***Presentation***

***Key vocabulary:***

*Past participle forms of verbs: check, press, stop, transmit, place, close, drive, buy, see, hold, make, spread, hit*

*Concrete, cement, sand, stones, shovel, wheelbarrow, hose, hollow, material, thickness*

***Key Structures:***

*® Why didn’t you stop? The other man drove too fast.*

*® When were your brakes checked? They were checked two months ago.*

*® Past participles of regular and irregular verbs*

***Practice:***

*1 Listen and repeat.*

*Present the language item, as follows: Discuss the picture and make sure that the students understand the context.*

*2 Practise this dialogue.*

*Present the language items, as follows: Play the cassette or read out the whole dialogue at normal speed.*

*3 Make meaningful sentences from this chart.*

*Give the students time to study the chart.*

*Explain that When did you check the brakes? and I checked them two months ago are in the active form of the past tense*

***Home assignment:***

*Workbook exercise number 1-2*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* |  |  |  |  |
| *Period* |  |  |  |  |
| *Class* |  |  |  |  |



*clas1278*

***Learning objectives:***

*® Scanning a passage quickly to locate information*

*® Reading a passage carefully in order to ask and answer questions*

*® Starting conversations by referring to an interesting news article or TV programme*

***Teaching aids:***

*Board – Student's book – Workbook*

***Warm up***

*Discuss with the students possible careers as TV, film or music engineers and technicians.*

***Presentation***

***Key vocabulary:***

*past simple form of verbs: wake up, take, follow, say, launch, see, race, move, walk, switch on, switch off, hold, point, open, get on, zoom, shout, stop, bring, run, listen*

*Film studio, coast, gate, building, satellite, adventure, film, world, palm tree, sand*

***Key Structures:***

*® key structures from Lessons 1, 2 and 3*

*® Did you read about the space station?*

*® No, I didn’t. What happened?*

***Practice:***

*8 Read this passage quickly and answer these questions.*

*Tell the students that they will have just 30 seconds to read the passage as quickly as they can to find the answer to the two questions at the top of the page.*

*9 Make questions for these answers. Use the question words in brackets. Ask the students to read the passage again more carefully and complete this exercise in writing.*

***Home assignment:***

*Workbook exercise number 4-5*